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CTSE 7536

Reading Lesson – Dejeuner du Matin...Jacques Prevert (et le passé compose)

Objectives

1. Students will become familiar with a popular and well known French poem.
2. Students will associate sound with language and identify mood after reading and listening to this poem.
3. Students will become familiar with new vocabulary found in the poem.
4. Students will demonstrate their comprehension of this poem.
5. Students will create and support their own interpretations of the poem.
6. Students will recognize the use of the past tense within the poem.
7. Students will use the passé compose to state things that their parents did in the immediate past (i.e. last night, yesterday, last weekend, etc.)
8. Students will use the passé compose in either the writing of a poem or the dialogue that may have accompanied this poem.

Materials

Video of student acting out poem
VCR and television
CD with reading of poem
CD player
Overhead and transparencies of the activity sheets
Dry erase markers and board
Props (coffee mug, spoon, sugar, ask tray, fake cigarette, etc...)
Handouts of reading activities
Copies of poem
Props, clothing items, etc.

Procedures

Pre-Lecture

I will ask the students if they enjoy poetry and if they have a favorite poem, and if so, who wrote it. If the students share the poems with the class, then I will write them on the board.

I will explain to the students that we are going to read a very popular and extremely well known French poem today in class, written by Jacques Prevert. I will write the title of the poem on the board. I will ask the students what another way of saying the title of the poem in French might be. They should respond by saying “Le Petit Dejeuner”.

I will ask them what the typical French person might eat or drink for breakfast. I will ask them as well where they may eat this breakfast.

Next, I will show the students a video with one of my French IV students acting out the poem. The first time they view this it will be silent, they will then answer some questions and perhaps make some statements about what they saw. They will watch the student again, this time while hearing the text of the poem. They will now be asked to answer some questions about how the poem made them feel.

Lecture Guidee

There will be some words in the poem with which these students are not familiar. I will give each student a copy of the poem and have them skim the text and circle or highlight those words with which they were unfamiliar. We will do the same on the overhead after all have finished.

I will then provide the students with a dictionary activity including those words. The students will be given several minutes to complete the dictionary activity.

After they have finished with the dictionary activity, I will give them a series of multiple choice and short answer comprehension questions on the poem. We will discuss the answers for the dictionary activity and the comprehension questions after all have finished. I will have some students come to the overhead to share their responses.

Since the text is relatively short and simple, I will not split up the text or reading.

Assimilation

I will provide the students with another handout that illustrates the actions of the poem. The students are to match the lines of the poem that correspond with the picture.

I will then give them the poem using different wording in the incorrect order. The students are to order the actions of the poem appropriately.

As a group, we will discuss the students' interpretations of the poem. I will provide them with some ideas in order to facilitate discussion; however the students will be encouraged to provide their own ideas and will be assured that there is not only one right answer.

We will decide as a group who follows which interpretation. After all ideas have been shared, I will ask the students if anyone wishes to change their opinion regarding the poem's interpretation.

We will practice the pronunciation of the poem in the form of repetition and then choral reading.

I will give the students the opportunity to organize themselves into groups according to their interpretations of the poem. They will be given the opportunity to act out the poem in class using various props based on that group's interpretation. Each group will choose one person to read the text aloud as their narrator, the other group members will contribute to the acting of the scenes in the poem. The class will discuss which interpretation that group chose based on the ideas on the board, and whether they believe that this interpretation was possible or believable.

Concentration grammaticale

The students will be asked in which verb tense the majority of the poem is written. (the passé composé).

The students will be asked to give examples of where the passé composé is present in the poem.

The students will then be given some choice as far as observations that they made about their father or mother the night before or some time in the immediate past. They will have the opportunity to expand in greater detail on the choices I provide for them and to add their own observations.

The students will write a brief paragraph synthesizing this information about their family and their observations.

A few may volunteer to read their paragraphs aloud to the class.

Personnalisation

The students will be given a choice of personalization activities. Their first choice is that they will be asked to leave the classroom and observe another person somewhere else. They are to write a poem in a similar style about their observations and this person's actions. The poem may however evoke a different mood if they wish. They must include the passé composé in their text.

Or...the students may do something with their interpretation of the text. This must include the passé composé as well. The students will be asked to write a possible dialogue that came before or followed the poem.

Both tasks will be accompanied by a rubric.

Activités de Lecture – *Déjeuner du Matin* par Jacques Prévert (et le passé composé)

Pré-Lecture. La poésie.

1. Est-ce que vous aimez les poèmes? _____.
2. Est-ce que vous avez un poème favori? _____.
3. Qu'est-ce que c'est? Comment s'appelle ce poème? _____.
4. Qui a écrit ce poème? _____.

Déjeuner du Matin.

1. Le poème que nous allons lire aujourd'hui est intitulé "Déjeuner du Matin".
Qu'est-ce que c'est une autre façon de dire "Déjeuner du Matin"?

C'est "Déjeuner du Matin" ou _____.

2. Qu'est-ce que les français prennent d'habitude pour ce repas?

Les nourritures: _____

Les boissons: _____

3. Où est-ce que les français prennent ce repas important?

Vidéo. Maintenant, regardez la petite vidéo-scène.

Après la scène vous allez marquer vos observations Faites attention.

Pendant la vidéo-scène, j'ai observé que...

- a. L'homme a chanté.
- b. L'homme a bu (drank) quelquechose.
- c. L'homme a dit quelquechose.
- d. L'homme a quitté l'endroit.
- e. L'homme a eu l'air content.
- f. L'homme a eu l'air triste.
- g. L'homme a porté quelquechose sur sa tête.
- h. L'homme a eu une cigarette.

Des autres observations? List a **minimum of one** additional observation.

Écoutez maintenant les personnes qui lisent le poème. Après avoir lu le poème, comment vous sentez vous?

- a. Je me sens (feel) triste.
- b. Je me sens content(e).
- b. Je me sens fatigué(e).
- c. Je me sens fâché(e).
- d. Je ne me sens rien.
- e. Je me sens stupide.

Lecture Guidée

Lisez maintenant et écoutez le poème vous-même.

Il y a certain mots avec qui vous n'êtes pas très familiers. Marquez ces mots dans le texte, et listez ces mots au-dessous.

Vous allez comprendre ces mots après l'activité de dictionnaire.

L'activité de dictionnaire.

1. Une tasse est...

- a. quelquechose avec qui on boit.
- b. quelquechose avec qui on joue au foot.
- c. quelquechose avec qui on joue au basket.
- d. quelquechose avec qui on fait du vélo.

1. Un cuiller est...

- a. un objet qu'on porte sur le nez.
- b. un objet qu'on porte sur la tête.
- c. un objet qu'on utilise pour manger de la soupe
- d. un objet qu'on porte quand il fait froid.

1. "Bu" est le participe passé de l'infinif...

- a. manger
- b. consommer
- c. prendre
- d. boire

1. Il a reposé la tasse veut dire...

- a. il a dormi avec la tasse.
- b. il a mis la tasse sur la table.
- c. il a joué avec la tasse.
- d. il a dansé avec la tasse.

1. Sans veut dire...

- a. sur
- b. dans
- c. pas avec
- d. derrière

2. Des ronds sont...

- a. des voitures.
- b. des cercles.
- c. des mètres.
- d. des mobylettes.

2. Les cigarettes produisent...

- a. les bébés
- b. la fumée
- c. les films
- d. les biscuits.

2. Les cendres viennent...

- a. d'un feu
- b. d'un stylo
- c. d'un livre
- d. d'un crayon.

2. On met des cendres dans...

- a. un sac à dos
- b. une bouteille de l'eau
- c. un sandwich
- d. un cendrier.

3. On voit la pluie, quand...

- a. il fait beau
- b. il fait du soleil
- c. il pleut
- d. il neige.

3. Une parole est...

- a. un éléphant
- b. un mot
- c. un chien
- d. un ourson.

4. Pleurer est l'action qu'on fait quand...

- a. on est riche
- b. on est intelligent
- c. on est sympathique
- d. on est triste.

Assimilation (qui continue). Choisissez une réponse pour les questions suivantes.

1. Qui est le "il" dans ce poème?

- a. le mari
- b. le père
- c. un homme mystérieux
- d. le fils

une autre possibilité _____.

2. Qui est le "je" dans ce poème?

- a. un garçon
- b. la femme/la copine
- c. une serveuse
- d. une femme mystérieuse

une autre possibilité _____.

_____.

3. Où se trouvent les personnes du poème?

- a. a un café
- b. a une maison
- c. a une cantine

une autre possibilité _____.

- Ce poème est au sujet de quoi? Voici quelques interpretations.

- a. C'est un homme et une femme qui sont mariés. Ils ont des problèmes de mariage maintenant.
- b. C'est une femme qui dit a son copain qu'elle va avoir un bébé.
- c. C'est un homme qui a trouvé qu'il ou que sa femme est très malade.
- d. C'est une femme qui a dit à son père qu'elle va avoir un bébé.
- e. C'est un garçon/une fille qui a dit à ses parents qu'il/elle est homosexuel(le).
- f. C'est un vieil homme dans un café. La personne qui travaille au café pense qu'il (l'homme) est triste.

- Des autres possibilités....

Peut-être,

c'est _____

_____.

Nous allons discuter vos idées.

Déjeuner du matin, Poème de Jacques Prévert (Paroles, 1946)



Déjeuner du matin

Il a mis le café
Dans la tasse
Il a mis le lait Dans la tasse de café
Il a mis le sucre
Dans le café au lait
Avec la petite cuiller
Il a tourné
Il a bu le café au lait
Et il a reposé la tasse
Sans me parler

Il a allumé
Une cigarette
Il a fait des ronds
Avec la fumée
Il a mis les cendres
Dans le cendrier
Sans me parler
Sans me regarder

Il s'est levé
Il a mis
Son chapeau sur sa tête
Il a mis son manteau de pluie
Parce qu'il pleuvait
Et il est parti
Sous la pluie
Sans une parole
Sans me regarder

Et moi j'ai pris
Ma tête dans ma main
Et j'ai pleuré

Concentration Grammaticale

1. "Déjeuner du Matin" est écrit...
a. au présent b. au passé c. au futur

A. Marquez les exemples du passé composé dans le texte.

B. Puis, écrivez les exemples du passé composé que vous trouvez dans le poème, ici.
Vous pouvez travailler avec un partenaire.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

C. Marquez les observations que vous avez fait hier soir chez vous.

- a. Ma mère/mon père a préparé le dîner.
- b. Ma mère/mon père est allé(e) au supermarché.
- c. Ma mère/mon père a fait les courses.
- d. Ma mère/mon père a regardé la télé.
- e. Ma mère/mon père a travaillé sur l'ordinateur.
- f. Ma mère/mon père a écouté la radio.

Maintenant, ajoutez(add) trois autres choses que votre mère ou votre père a fait...

1. _____.
2. _____.
3. _____.

D. Paragraphe. Now write a brief paragraph stating what your mother or father did last night including the above responses you selected as well as the three additional activities you added.

Modele: Hier soir mon père a fait les courses. Puis, ma mère a préparé le dîner...

Jennifer Bruni

Reflections on lesson “Déjeuner du Matin”

I think that this lesson went well. The purpose of the lesson as stated in my lesson plan was to familiarize the students with such a popular and well known French poem as well as to focus on the French past tense, the passé composé. I followed the lesson plan very closely, except for a change I made regarding the focus on grammar. I believe I had originally planned for this to come after the assimilation, but decided while doing the lesson to move it forward. I felt it fit better in between the guided interaction and assimilation and I wanted for the assimilation to immediately precede the personalization.

On filming...

Our school's video camera is very old and heavy. Our librarian came in my room to set it up and insisted that it remain on the tripod. It also had to stay plugged into the wall. A student was filming the class and I wish you had had more opportunities to see the students working. They followed the lesson very well, however many of them clammed up because of the camera. They told me afterwards that they were nervous.

Also, the technology in this lesson really frustrated me. I watched the video back and saw that it was difficult to see us go over the activities on the overhead. The overhead projector in my classroom is from 1864 or so. It's very old. I have few electrical outlets in my room and so had to keep on unplugging and replugging things. The television usually stays on the other side of my classroom, but I moved it to the opposite side so that the people watching the video could see what my students were seeing.

The student presentation is part of the pre-reading for my students. The young man is one of my French IV students who volunteered to act out the poem for me earlier in the day. He is very well liked by all in the school and the students really enjoyed seeing that video.

The lesson is very comprehensive and has taken me much longer to execute than I had anticipated, however I don't see that as a problem. I can see that it has been highly effective and we are still doing something new with it every day. Tomorrow the students will act out their interpretations and they will be assigned the personalization activity. They've performed better already on the grammar focus than any other time I've taught the past tense before, which I love!

In the past when I've taught this poem I used to make my students memorize it, but I decided this time not to. I feel as if they're getting more out of it this way than before and I look forward to receiving their personalization activities later on this week.